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THE ACADEMIC PERFORMANCE OF PART-TIME EVENING DIVISION STUDENTS IN A FULL-TIME PROGRAM OF STUDY.

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EMPHASIS ON THE TRANSFER CURRICULA AT NASSAU COLLEGE NECESSITATES A POLICY OF SELECTIVE ADMISSION BASED ON PREDICTION OF PROBABLE ACADEMIC SUCCESS. FOR SEVERAL YEARS THE COLLEGE PERMITTED STUDENTS WHO WERE INITIALLY INADMISSABLE FOR FULL-TIME STATUS TO TRANSFER FROM A PART-TIME, PROBATIONARY STATUS AFTER COMPLETION OF THREE EVENING COURSES WITH A GRADE POINT AVERAGE OF A LEAST 2.3 (ON A 4-POINT SCALE). IN AN ATTEMPT TO DETERMINE THE EFFECTIVENESS OF THIS POLICY, RECORDS OF 84 SUCH TRANSFER STUDENTS WERE STUDIED. OF THESE STUDENTS, ONE-HALF MAINTAINED A GPA OF 2.0 OR HIGHER, AND THERE WAS A MEAN DECREASE OF .59 OF THE 25 WITHDRAWALS FROM THE DAY PROGRAM PRIOR TO COMPLETION, HALF WERE ATTRIBUTABLE TO ACADEMIC DIFFICULTY, PRIMARILY IN LIBERAL ARTS, SCIENCES, AND MATHEMATICS. ACADEMIC DIFFICULTY, AS SHOWN BY FAILURE TO EARN A 2.0 AVERAGE, WAS GREATEST AMONG BUSINESS ADMINISTRATION, SOCIAL SCIENCE, AND ELEMENTARY EDUCATION MAJORS. THE DISTRIBUTION OF GRADE POINT AVERAGES INDICATED THAT THE MINIMUM AVERAGE FOR TRANSFER TO THE DAY PROGRAM SHOULD BE RAISED TO 2.5 FOR A LEAST 12 UNITS OF WORK, NINE OF WHICH SHOULD INCLUDE SUBJECTS FROM ENGLISH, SOCIAL SCIENCES, AND MATHEMATICS. (WO)

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THE ACADEMIC PERFORMANCE OF PART-TIME EVENING DIVISION STUDENTS IN A FULL-TIME PROGRAM OF STUDY

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CHAPTER I

Introduction to the Problem

NEED FOR THE STUDY

Nassau College is a community college offering the first two years of a Liberal Arts education with emphasis upon transfer to a four-year institution for the completion of the junior and senior years.

The aforementioned educational objectives necessitate an admissions policy of a selective nature. Quite frequently a student may be refused admission to the college due to a lack of high school prerequisites and/or poor academic performance.

In an effort to provide educational opportunity to students qualified as "late bloomers," or to those whose high school backgrounds fail to meet admissions criteria, Nassau Community College initiated the following plan:

> Students failing to meet admissions requirements may enroll in the Evening Division on a part-time basis (9 credit hours - 3 courses.) If they achieve an overall grade-point-average of 2.3, or better, for a least nine (9) credit hours of evening work they are allowed to enter the day division as full-time students.

The college has perpetuated the above plan for the past two and one-half years with no analysis of the academic performance of the part-time evening students in the full-time day division.

An investigation of the overall influence of a full-time day schedule upon academic performance; the relationships between academic achievement in the part-time evening and the full-time day division; the attrition rate for part-time evening students in the day program; variables of performance in the evening divisions which might serve as predictors of success or failure in the day program; etc., is of importance as the value of the part-time evening program as preparation for eventual full-time status must be ascertained, and the present program improved upon, if evening-

to-day transfer is to be continued.

THE PROBLEM

The purpose of this investigation is to follow-up the academic achievement of part-time evening division students in the full-time day program.

Academic achievement is an abstract and generalized concept and to study it as a single entity is extremely difficult. For this reason the study will consider factors relative to (1) the extent to which part-time evening division students experience academic difficulty in a full-time day program; (2) the relationships between the student's part-time evening performance and his success or failure in the full-time day program; (3) the attrition figures for part-time evening students who become full-time day students; (4) the reasons given by part-time evening students who drop-out of the full-time day programs; and (5) the extent to which academic difficulty is related to a particular program of study.

The above factors will be treated as pieces to the jig saw, which when assembled in a meaningful fashion, will provide some answers to the problem under consideration.

CHAPTER II

Definition of Terms, Delimitations, and Basic Assumptions

DEFINITION OF TERMS USED IN THE STUDY

Academic Difficulty - for purposes of this study, a student will be considered to be in academic difficulty if his Grade Point Average (GPA) falls below 2.0.

Attrition - is defined as withdrawal from the full-time day program. The withdrawal may be the result of a personal decision or academic dismissal.

Grade Point Average - is a weighted grade index computed in the following manner:

The letter grades (awarded for completion of the course) A,B,C,D,F, are awared 4,3,2,1,0, grade points respectively. Grade points earned per subject taken are multiplied by the credit hours for the particular subjects. The sums derived by multiplying credit hours times grade points are totaled. The credit hours for subjects taken are totaled. Finally, sum-total grade points are divided by total credit hours. The resulting figure is called the Grade Point Average.

EXAMPLE:

Subject	Grade	Credit	Grade Points	Sum Grade Point
Math	A	3	4	12
History	B	3	3	9
English	C	2	2	4
Music	D	3	1	3
		11 total credit hours		28 sum total grade points

2.543 = 2.54 Grade Point Average
11 28.000

Matriculation - pursuing a specific degree in a specific program of study.

Part-Time Evening Student - one who is taking nine (9) credit hours, or three courses - or less - per semester in the evening division and not matriculating in a specific degree program.

Full-time Day Division Student - one who is enrolled in the day division and taking a minimum of 12 credit hours in a matriculated program of study.

Overall Academic Performance - is defined as performance as evidenced by the Grade Point Average.

DELIMITATIONS OF THE STUDY

1. The investigation is limited to those part-time evening division students who commenced a full-time day division program of studies on either September, 1961; February, 1962; or September, 1962. This includes students who may have withdrawn from college during the period under consideration.
2. Information relative to the student's performance in the full-time day program will be limited to the academic period commencing September, 1961 and ending February, 1963. This delimitation is imposed in an effort to insure, to as great an extent as possible, homogeneity of academic conditions.
3. Information relative to student performance in the part-time evening program will cover a period commencing no earlier than September, 1960 and continuing to a period no later than September, 1962. This is necessary since students commencing a full-time day program as of September, 1961 were enrolled in evening division courses sometime during the period September, 1961 to June, 1961. Similarly, those students commencing a full-time program on February, or September, 1962 were enrolled in the evening division during the period September, 1961 to September, 1962.
4. In reference to sub-problem four (4), while it is recognize that the reasons students give for withdrawal for college may in certain instances appear to be surface reasons, or reasons the students feel will be acceptable to the withdrawal interviewer, their reactions are regarded as adequate for purposes of this study.

BASIC ASSUMPTIONS

It is assumed that the frequency with which students transfer from a part-time evening to a full-time day program will be great enough to insure a population for study large enough to provide adequate quantities of data.

It is further assumed that variation in student achievement

from the day division to the evening division may be attributed to student capacity, study habits, and the like, rather than differences in the quality of instruction or difficulty of subject matter in the day or evening division.

CHAPTER III

Procedure for Collection and Treatment of Data

SOURCE OF DATA

Data utilized in this investigation are drawn from the student transcripts and withdrawal interview forms contained in the student's permanent record folder located in the Registrar's Office.

COLLECTION OF DATA

Transcripts for all students who entered the full-time day division from the evening division during the period September, 1961 to September, 1962 were removed from the student's permanent record folder and data relative to program of studies, grade-point-average (GPA), and credit hours undertaken per semester, in both the day and evening divisions, recorded on a master tabulation sheet (Appendix). In addition, information was collected in reference to individual subjects taken by the student, and grades in these subjects.

Students who withdrew, or were dismissed for academic reasons, from the day division were followed-up by consulting their withdrawal interview forms (when available) and recording the reasons given by the student for leaving the day program.

TREATMENT OF DATA AND RESULTS

The Extent to Which Part-Time Evening Division Students Experience Academic Difficulty in a Full-Time Day Program

Treatment of Data

The GPA's earned in the day division by eighty-four (84) evening-to-day transfers were obtained from the master tabulation

sheet and two catagories established those students earning GPA's of 2.0 or better and those earning less than 2.0 for study in the day division. GPA's for the entire transfer population were totaled and Mean GPA for Day Division Work computed.

Analysis of Findings

Tables I and II reveal that 42 of the evening-to-day transfers experienced averages of 2.0 or better, while a like number dropped below the 2.0 mark for their efforts. The Mean GPA for Day Division Work was 1.93 slightly less than the required 2.0 minimum.

Further examination indicates that those who fell below 2.0 did so to a considerable extent (group GPA 1.37,) whereas, the 2.0 plus group averaged well above the required minimum (group GPA 2.48.) Analysis of the individual GPA's reveals a clustering of GPA's between 2.3-2.9 and 1.0-1.7 for the "success" and "Difficulty" groups respectively.

TABLE I

Evening to Day Transfer Students
Earning GPA's of 2.0 or Better for Work in the Day Division,
September, 1961 - February, 1963

CODE NO.	GPA EVENING	NO. SEM. IN EVE.	TOTAL CRS. EVENING	GPA DAY	PROGRAM
1	2.7	2	16	2.5	En.Sci.
2	2.6	1	9	2.4	Soc.Sci.
3	3.3	1	9	2.6	Bus.
8	4.0	1	9	3.0	Soc.Sci.
9	3.0	1	9	2.4	Elem.Ed.
12	3.0	1	7	2.0	GLA
14	2.6	1	9	2.9	Elem.Ed.
17	3.0	2	12	2.5	Bus.
21	2.6	4	41	2.2	GLA
22	2.5	2	12	2.3	En.Sci.
23	3.6	1	9	2.4	Bus.
26	3.0	1	9	2.9	Bus.
28	3.7	3	18	3.3	GLA
29	3.0	2	18	2.2	GLA
33	3.4	2	15	2.8	GLA
34	2.1	2	18	2.0	GLA
37	3.0	3	18	2.2	GLA
41	3.3	1	9	2.7	GLA
42	2.7	2	12	2.2	GLA

Table I - Continued

CODE NO.	GPA EVENING	NO. SEM. IN EVE.	TOTAL CRS. EVENING	GPA DAY	PROGRAM
43	3.6.	4	30	3.0	Soc.Sci.
44	2.6	1	9	2.1	Lang.
46	3.0	2	12	2.3	English
47	3.3	2	12	3.2	GLA
48	2.0	2	8	2.7	GlA
50	2.3	3	27	2.1	Soc.Sci.
51	2.9	2	13	3.3	Bio.
53	2.8	2	12	2.2	Bus.
57	3.3	2	9	2.0	GLA
58	2.0	1	9	2.1	Elem.Ed.
59	2.9	2	12	2.1	GLA
60	2.8	2	16	2.5	GLA
63	2.5	1	6	2.2	Bus.
65	2.0	2	12	2.5	Elem. Ed.
67	2.0	1	9	2.9	Elem.Ed.
69	2.3	3	13	2.5	Math.
70	2.7	1	9	2.5	Bus.
24	2.0	1	10	2.0	Bio.
72	2.2	3	21	2.7	Bus.
75	4.0	2	14	2.9	Elem.Ed.
77	3.7	3	21	4.0	GLA
83	2.6	3	18	3.0	Elem.Ed
89	3.5	2	15	2.6	Bus.
N=42	$\underline{X}$=2.86	$\underline{X}$=1.81(2)	$\underline{X}$=13	$\underline{X}$=2.48	

Evening-To-Day Transfer Students
Earning GPA's of Less Than 2.0 For
Work in the Day Division, September, 1961 - February, 1962

CODE NO.	GPA EVENING	NO. SEM. IN EVE.	TOTAL CRS. EVENING	GPA DAY	PROGRAM
4	2.6	1	9	1.8	GLA
5	2.3	3	23	1.5	GLA
6	2.6	1	9	1.7	Bus.
7	2.3	1	9	1.9	Soc.Sci.
10	2.3	1	9	1.0	Elem.Ed.
13	2.5	2	12	.90	Soc.Sci.
15	2.4	4	30	1.0	Bus.
16	2.3	2	15	1.2	Bus.
18	2.6	1	7	1.9	Math.
19	2.3	1	9	1.0	Bus.
20	2.0	2	12	1.7	Bus.
25.	2.4	4	21	1.3	Soc.Sci.
27	2.6	1	9	1.4	Bus.
30	2.0	2	15	1.0	Bus.
31	2.4	2	32	1.9	Bus.
32	2.6	1	9	1.5	English
36.	2.7	1	9	1.8	Bus.
38	2.2	3	24	1.2	Bus.

CODE NO.	GPA EVENING	NO. SEM. IN EVE.	TOTAL CRS. EVENING	GPA DAY	PROGRAM
39	1.6	2	15	1.5	GLA
40	2.0	1	9	1.2	Elem.Ed.
45	2.0	2	17	1.8	Soc.Sci.
49	2.0	1	9	1.9	Bus.
52	2.3	2	13	1.8	GLA
54	2.0	1	7	0.00	GLA
55	2.4	4	15	1.5	Bus.
61	2.5	2	15	1.3	GLA
62	2.2	3	21	1.5	Bus.
64	2.0	5	51	1.7	Elem.Ed.
66	2.3	2	12	1.7	Bus.
68	1.5	1	6	1.4	Soc.Sci.
71	2.3	2	27	.56	Elem.Ed.
73	2.7	2	9	1.7	Elem.Ed.
74	1.7	2	18	1.3	Bus.
76	3.2	2	12	1.7	Bus.
78	2.0	4	24	1.0	GLA
79	1.9	2	21	.30	Bus.
80	2.3	2	18	1.1	Bus.
81	2.2	2	18	1.2	Soc.Sci.
82	1.7	3	25	.90	Elem.Ed.
84	2.0	2	12	1.4	Bus.
85	2.3	3	21	1.3	Bus.
86	2.0	2	9	1.7	Bus.
N=42	$\underline{X}$=2.24	$\underline{X}$=1.96 (2)	$\underline{X}$=13	$\underline{X}$=1.31	

Conclusions

On the basis of the information presented above, it is reasonable to conclude that a considerable number (50%) of the evening-to-day transfers experience academic difficulty in the full-time day division, and that those who experience difficulty or success do so to a rather extreme degree.

The Relationships Between the Student's Part-Time Evening Performance and His Success or Failure in the Full-Time Day Program

Treatment of Data

The average GPA for work in the part-time evening program and the full-time day session; the average number of semesters spent in the evening division prior to transfer; and the average credit hour load for evening and day divisions were derived for

each student.

Average GPA for work in the evening division was subtracted from average GPA for the day division to discover the extent of increase in GPA as a result of matriculation in the day program.

A further comparison of evening and day performance was initiated by examining the GPA in the evening division prior to transfer and its relationship to the GPA earned by the student in the day division.

The length of time spent in the part-time evening program prior to transfer, as well as credit hours undertaken in day and evening division were considered in reference to their relationship to work in the day program, followed by thorough examination of subjects, day and evening, in which the student received D or lower to see if specific subjects presented difficulty to the individual.[1]

Analysis of Findings

Seventy-four (74) students in the population studied experienced a decrease in GPA as a result of day division study. Nine (9) experienced an increase in GPA and one (1) showed no change. The average decrease for the population was .59 grade points.

Students who achieved GPA's of 2.0 or more demonstrated significantly higher averages for evening division endeavor (2.84) than did those who dipped below 2.0 (2.26.)[2]

It was felt best to organize data relative to length of time spent in the evening division prior to transfer to day, and average number of credit hours taken in day and evening programs according to students averaging 2.0 or better for day division work and those averaging below 2.0. This was done in order to discover

[1]Refer to table III for tabulation of these data.

[2]Refer to tables I and II for individual GPA and average GPA for both groups.

whether or not the "success" group followed a decidedly different pattern regarding these factors than did the "difficulty" group. These data are incorporated along with other findings in Tables I and II, and the reader is referred to these tables for clarification of the following paragraphs.

Findings reveal that there was no great difference between the habits of the 2.0-plus group and the minus 2.0 group in regard to length of time in the evening prior to transfer or average credit hours undertaken. Both factions spent approximately two (2) semesters in the evening division before moving to the day and both carried an average credit hour load of seven (7) per semester in the evening and fourteen (14) in the day. Similarly, both groups accumulated an average of thirteen (13) credit hours in the evening division prior to transfer to the day division.

Data relative to the "carry-over" of subject matter difficulty from evening-to-day indicates that sixteen (16) students having difficulty in a particular subject(s) in the evening division, experienced difficulty with a comparable subject(s) in their day studies. Twenty-seven (27) transfers to the day experienced subject difficulty in areas that were not problematic in the evening division (in some cases this may be because they did not take the particular subject in the evening division.)

Conclusion

The most distinct relationship existing between day and evening performance is the quality of work in the evening division as evidenced by the GPA. For the most part, students whose GPA's for work in the evening division was high (2.5 or better) achieved well in the day program, while students earning minimal GPA's (2.0-2.3) tended to fall below 2.0 in their day division studies. This may be in part accounted for by the extra credit

TABLE III

Comparibility of Subject Difficulty (Below C)
Evening and Day Division
September 1961 - February, 1962

CODE	SUBJECT GAVE TROUBLE IN EVENING		SUBJECTS CAUSING DIFFICULTY
	YES	NO	
4	X		English, Social Science
5	X		Mathematics, Biology
6	X		History, English I
7		X	English, Math, Sociology
10		X	Math, History Language
12	X		Biology, Social Science
13		X	Biology, History
16		X	Math, Biology, Law
19		X	Business, Math, Biology
20		X	Business
21		X	Biology, English, History
25	X		English
27		X	Accounting, English
30		X	Law, Accounting, English
31	X		English, Biology
32		X	Language, English, History
34	X		History Biology
38	X		Accounting, Law, Biology
39	X		History, English, Math, Bio.
40	X		History, English, Biology
46		X	Biology
49	X		Engineering
52		X	English, Language
53		X	Math., Biology, Economics
54		X	Eng. Chem. Bio. Math.
55	X		Eng., History, Accounting
58		X	English, History
59	X		English
61		X	Biology, History, Soc., Eng.
62		X	Biology
63	X-		Accounting, Economics
64	X		English, Math., Biology
66		X	Economics, Biology, Mgt.
67		X	Biology
68		X	English, History
71		X	History, Biology, Psych.
74	X		History, English, Acctg.
76		X	Econ., Acctg., Health
79		X	English, Bio., Econ., Hist.
80		X	Acctg., Elements of Business
81		X	History, Biology
84		X	Accounting, English, History
85		X	Biology
	16	27	

load one must carry in the full-time day program which in most cases no doubt proved to be the straw that broke the camel's back.

Length of time spent in the evening prior to transfer and average credit hours per semester in the evening division appear to have little relationship to success or failure in a full-time day program of study. Secondly, it does not seem possible to predict, with any accuracy, subjects that will be problematic in the day division by examing subjects that presented difficulty to the student while he was in the evening program.

To reiterate; the major predictor of success or failure, at least at this point, seems to be the students GPA for work undertaken in the evening division. On the basis of this, it would not seem unreasonable to suggest a minimum GPA of 2.5 for evening study as a basic criterion for transfer to the day program.

Attrition Figures for Part-Time Evening Students Who Become Full-Time Day Students

Treatment of Data

The number of evening-to-day transfers leaving the full-time day session during the period under consideration were enumerated and the percentage of the total population represented derived.

Results

Of the eighty-four (84) evening-to-day transfers, twenty-five (25) students (or 29% of the total population) had been dismissed or voluntarily withdrawn from the full-time day division.

Conclusions

The attrition rate of twenty-nine percent (29%) is not expecially high when dealing with"underacheivers" and/or "slow-learners," and when considered in juxtaposition to the national average of forty to fifty percent (40% to 50%) as reported by the majority of studies.

a more provocative question than number of drop-outs is, "why did they drop-out? This is to be considered by the ensuing section.

The Reasons Reported by the Student for Drop-Out or Academic Difficulty

Treatment

The withdrawal interview sheets, containing reasons reported by the student for withdrawal from the full-time day division, were consulted and the various reasons plus frequency of occurance recorded. The reasons for withdrawal were then sorted as to frequency in relationship to the various programs of study.

Analysis of Findings

By consulting table IV one can see that the most frequently given reason for attrition was that of scholastic difficulty (14 occurances) with transfer to another college second in importance (4 occurances.) Other reasons such as marriage, employment, etc., round out the picture.

The program experiencing the highest rate of attrition was that of Business Administration, with an attrition rate of twelve (12) Attrition for the other programs were: General Liberal Arts (4), Elementary Education (6), Social Science (3). The programs of Mathematics, Biology, Engineering Science, Language and English showed no attrition.

TABLE IV

PROGRAM	REASON FOR ATTRITION 1 2 3 4 5 6 7	TOT. DROPS	NO.TRANS.	% of PROGRAM
BUS. ADMIN.	1 8 2 1	12	30	.40
BIOLOGY			2	
EN. SCI.			2	
ELEM. ED.	2 1 1 2	6	14	.49
ENGLISH			2	
GEN. LIB. ARTS	1 2 1	4	22	.18
LANG.			1	
MATH.			2	
SOC. SCI.	2 1	3	11	
TOTALS	2 14 4 1 1 1 2	25	86*	

*Includes to cases for whom information was incomplete

The seemingly high attrition rate in Business Administration is somewhat misleading since this particular field of study nurtured the largest number of evening-to-day transfers (thirty). If we refer once more to table IV it will be discovered that Elementary Education, while reporting only six (6) withdrawals, sent only fourteen (14) students to the day division thereby giving it the hi,hest attrition rate (49% as compared to 40% for Business Administration.)

More important than the overall rate of attrition reported by the various programs are the reasons given for drop-out members of the programs. Scholastic difficulty and transfer will be the only reasons for attrition discussed since others do not occur with sufficient frequency to give a basis for drawing conclusions.

The Business Administration also leads the field with respect to withdrawals for reasons of transfer to another college (2.) Other programs of study report one (1) or none. These figures are more meaningful when considered in conjunction with the number of evening-to-day transfers fostered by each program of study.

Evening-to-day transfers in Business Administration reported attrition for academic reasons to the extent of twenty-seven percent (27%); Elementary Education fifteen percent (15%); Social Science eighteen percent (18%); and General Liberal Arts four percent (4%).

The Business program transfered nine percent (9%) of its evening-to-day members to other colleges, while Elementary Education and General Liberal Arts reported percentages of seven percent (7%) and four percent (4%) respectively.

Conclusions

While academic difficulty accounts for over one-half of the total drop-outs, it is not a major factor when considered with regard to entire evening-to-day transfer population, nor is it

overly influential in relationship to any one program of study. In fact, none of the reasons offered for attrition manifests itself frequently enough to be meaningful, nor does any appear to be indidgenous to a particular program of study.

Extent to Which Academic Difficulty is Related to A Particular Program of Study

Treatment of Data

The percentage of evening-to-day transfers earning GPA's below 2.0 was derived for each program of study. Student performance in the various subjects undertaken was then examined for each student falling below the minimum GPA and the grades examined to determine whether the student's GPA was lowered because of difficulty in subjects from his major field.

Analysis of Data

The program of study showing the highest in rate of academic difficulty in the day division was that of Business Administration. In this area of study twenty-one (21) of the thirty (30) evening-to-day transfers seventy percent (70%) fell below the 2.0 minimum. The order of academic difficulty for other programs of study was: Social Science, six (6) out of ten (10) fifty-five percent (55%); Elementary Education, six (6) out of fourteen (14) forty-three percent (43%); General Liberal Arts, seven (7) out of twenty-two (22) thirty-two percent (32%). The programs of Biology, Engineering Science, Language, and Engineering Science transfered only one or two students to the day division, therefore there is some doubt as to the validity of findings for these programs and percentages are not reported.[3]

An examination of the relationship performance in major field subjects revealed that twenty (20) evening -to-day transfers with averages below 2.0 GPA experienced academic difficulty (below 0 grade)

[3]The reader is refered to table V for a complete tabulation of data related to the problem under consideration.

in subject matter related to their major fields. Of the twenty (20) cases mentioned above, nine (9) not only had difficulty with major field field subjects, but, also received D's and F's in courses outside their major areas (English, History, Biology, and Math were the most frequent occurances.) Nineteen students experienced difficulty in other than major field courses, again primarily in Liberal Arts, and Science courses.

Seven (7) of the twenty-one (21) Business Administration students who fell below a GPA of 2.0 did have difficulty in liberal arts and math areas only, nine (9) had difficulty in both business subjects and liberal arts and math-science, while two experienced difficulty in major courses only. The business courses that caused the most difficulty were Business Law, Accounting, and Economics, while English, History, Math and Biology were the non-business subjects upon which students stumbled.

Three (3) of the six (6) Elementary Education transfers experienced difficulty in subjects outside their major field and three experienced problems with major-related courses.

Subject matter difficulty for the General Liberal Arts transfer is more difficult to catagorize since one could subsume almost any subject under the liberal arts banner. For our purposes, we shall consider the liberal arts to include mainly courses in the humanities, English and language.

General Liberal Arts Students (GLA) tended to do well in major major field subjects and fall down in the science and mathematics courses. Two (2) of seven (7) GLA transfers had difficulty with major-related subjects while the remainder suffered at the hands of the science and math departments.

Figures indicate that three (3) Social Science majors experienced difficulty in major area groups and (3) did not. The non major

subjects in which social science majors earned bleow C were mainly English, Math and Biology.

Conclusions

Academic difficulty seems most related to the Business Administtation program in which seventy percent (70%) of the evening-to-day transfers fell below 2.0. Concern is also generated by the rather high occurance of difficulty experienced by the students in the Social Science and Elementary Education majors, fifty-five (55%) and forty-three (43%) percent respectively.

The academic difficulty was in most instances, not generated by major area courses but by difficulty with subjects in the realm of liberal arts science, and mathematics. In a number of cases multiplicity of subject-matter of difficulty (both major area and non-major courses) is evident.

Judging from the problems generated by the liberal arts, science, and mathematics subjects, it seems wise to suggest that emphasis be placed not only upon proficiency in one's major field, but, upon ability to succeed in the liberal arts, science and the mathematics areas as well; especially when one considers that these subjects comprise over seventy-five percent (75%) of almost every program at Nassau Community College.

CHAPTER IV

Summary of Conclusions and Some Suggestions

A perusal of conclusions arrived at as a result of analysis impresses upon us the following major points:

1. The success at the part-time evening student in a full-time day division program is really a so-so proposition. That is, students experienced academic difficulty as often as they achieved success (42 cases.)

2. Students who succeeded in the day division program, in most instances, achieved well in their evening studies (GPA of 2.5 or more). These who did poorly in the day division seldom earned GPA's of over 2.3 for evening division studies.
3. Length of time spent in Evening Division studies prior to transfer to day division work was similar for both students earning 2.0 or better in the day division and those earning below 2.0. (Frequently, those who did very poorly spent a great deal of time earning GPA's which would qualify them for transfer.)
4. No conclusive prediction as to success, or failure in a particular day division subject can be made by examining evening division subjects in which the student experienced difficulty.
5. The attrition rate in the day program for evening-to-day transfers is lower than one might expect, in relationship to the percentage of transfers who experience difficulty in the day program, and in relation to national figures on attrition. This may be explained by the fact that students whose averages are below the required minimum often raise their GPA by attending Summer Session.
6. Incidence of attrition is not related to a particular program, however, academic difficulty does seem a more frequent occurance in the Business Administration, Elementary Education, and the Social Science areas, than in the other programs.
7. A good number of students experience difficulty in the English, Math, Biology and History courses. (The core requirement subjects.) Many students (particularily those in the Business Administration program) experience difficulty in both major area subjects and those subjects mentionedabove.

Suggestions

The following suggested guide lines for transfer from evening-to-day divisions are offered for consideration. It is felt that these guide lines will provide a filtering process whereby students who would most likely not profit by the day division experience may recognized, as well as a basis for counseling prospective evening-to-day transfers.

(A) Students wishing to transfer from the part-time evening to the full-time day division program must earn a GPA of not less than 2.5 for at least twelve (12) hours, of college level course work in the evening division and a GPA of 2.3 for anything over twelve (12) credits of evening study.

(B) Of the twelve (12) hours of course work, at least nine (9) hours should include subjects from the English, Social Science and Mathematics areas. The remaining subjects may be taken in the students major area (for Business students: the major area elective should be in Accounting or Law, or Economics.)

(C) The student must spend at least two, but not more than four, semesters in the evening division prior to transfer to the day program. (The rationalization behind this suggestion is that if a student has not attained the GPA necessary for transfer with in a period of four (4) semesters, chances are fairly good that he will not be academically strong enough to meet the demands of day division study.)

These suggested guide lines are intended to be just that - guide lines. A broad, flexible, structure that may be modified to meet the uniqueness of the individual situation, and not rigid dichotomize for the selection and/or rejection of persons for transfer to the day division. Employed discretely, they can be an asset to both college and student; used as a crutch or club they might become a frankenstein.

TABLE V

Subject Matter Difficulty for
Students Earning GPA's of Less Than
2.0 for Work in the Day Division, (by Major)
September, 1961 - February, 1963

A.

BUSINESS ADMINISTRATION

CODE	GPA	DIFFICULTY AREA		
			NON	
CODE	GPA	MAJOR	MAJOR	BOTH
6	1.7		X	
15	1.0	No Conclusive Data		
16	1.2			X
19	1.0			X
20	1.7	X		
27	1.4			X
30	1.0			X
31	1.9		X	
36	1.8	No Conclusive Data		
38	1.2			X
49	1.9		X	
55	1.5			X
62	1.5		X	
66	1.7			X
74	1.3			X
79	.30		X	
80	1.1		X	
84	1.4			X
85	1.3		X	
76		X		
86		No Conclusive Data		

B.

GENERAL LIBERAL ARTS

CODE	GPA	AREA OF DIFFICULTY		
			NON	
CODE	GPA	MAJOR	MAJOR	BOTH
4	1.8	X		
5	1.5		X	
39	1.5		X	
52	1.8		X	
54	0.00		X	
61		X		
78			X	

C.

ELEMENTARY EDUCATION

		AREA OF DIFFICULTY		
			NON	
CODE	GPA	MAJOR	MAJOR	BOTH
10	1.0		X	
40	1.2		X	
64	1.7		X	
71	.56	X		
73	1.7	X		
82	.90	X		

D.

SOCIAL SCIENCE

		AREA OF DIFFICULTY		
			NON	
CODE	GPA	MAJOR	MAJOR	BOTH
68	1.4		X	
81	1.2	X		
7	1.9		X	
13	.90	X		
25	1.3		X	
45	1.8	X		

E.

MISCELLANEOUS PROGRAMS

PROGRAM	CODE	GPA	AREA OF DIFFICULTY
MATH	18	1.9	Non-Major
ENGLISH	32	1.5	Major

APPENDIX

APPENDIX

MASTER TABULATION SHEET - EVENING-TO-DAY TRANSFERS
SEPTEMBER, 1961 - FEBRUARY, 1962

EVENING DIVISION

	Evening				Summer		Evening			
	9 - 60		2 - 61		1961		9 - 61		2 - 62	
CODE	GPA	CRS	GPA	CRS	GPA	CRS	GPA	CRS	GPA	CR
1	3.5	8	2.0	8						
2									2.6	9
3							3.3	9		
4							2.6	9		
5	2.0	7	2.7	10	2.0	6				
6					1.0	3	2.6	9		
7							2.3	9		
8									4.0	7
9							3.0	9		
10									2.5	6
12							3.0	7		
13							2.5	6	2.5	6
14							2.6	9		
15	2.3	9	1.7	9			3.5	6	2.0	6
16							1.7	9	3.0	6
17			3.0	9	3.0	3				
18					2.6	7				
19							2.3	9		
20					1.0	6	2.5	6		
21	3.0	9	3.0	6			2.1	13	2.7	13
22					3.0	6	2.0	6		
23							3.6	9		
24									2.0	6
25	1.7	9	3.0	3	3.0	3	2.0	6		
26			3.0	9	0.00	3				
27							2.6	9		
28	3.5	6	4.0	6	3.5	6				
29					3.0	7	3.1	11		
30									1.6	9
31			2.8	9					2.0	9
32							2.6	9		
33									3.3	9
34	2.3	9	2.0	9						
36			2.7	9						
37							3.0	9	3.0	9
38					2.0	6	1.7	9	2.8	9
39			2.3	9	1.0=	6				
40							2.0	9		
41							3.3	9		
42							2.3	9	2.0	3
43	4.0	6	3.0	9			3.5	6	4.0	9
44							2.6	9		
45									3.0	9
46	2.5	6								
47			3.5	6	3.0	6				
48	2.0	4	2.0	4						
49	2.0	9								
50										
51							2.3	9	2.3	9
52									2.5	7
									2.0	7

CODE	Evening 9 - 60 GPA	CRS	2 -61 GPA	CRS	Summer 1961 OPA	CRS	Evening 9 - 61 GPA	CRS	2 - 62 GPA	CRS
53	2.5	6	3.0	6						
54									2.0	7
55	.50	6	2.0	3			0.00	3	1.0	6
57									3.0	3
58							2.0	9		
59			2.7	9	3.0	3				
60							3.0	6	2.6	10
61			2.0	9	2.0	6				
62	2.5	9	2.0	6			2.0	6	WP	6
63			2.5	6						
64	.6	9	1.7	9	1.5	6	2.0	9	2.0	6
65							2.0	6	2.0	6
66	2.0	6	2.5	6						
67							2.0	9		
68			1.5	6						
69							0.00	7	2.6	7
70			2.7	9						
71	2.6	9	2.3	12	2.0	6				
72	2.6	9	2.0	9	2.0	3				
73	3.0	3	2.5	6						
74	2.0		1.5	12						
75	4.0	7	4.0	7						
76	3.5	6	3.0	6						
77	4.0	6	4.0	6			3.4	9		
78	2.5	6	2.0	9	2.0	6			1.7	12
79	2.2	12	1.6	9						
80	2.0	9	2.6	9						
81	2.0	9	2.3	9						
82			2.0	9	1.5	6			1.6	10
83	2.5	6	3.0	6	2.5	6				
84			2.0	6	2.0	3				
85	2.0	9	2.5	6	2.5	6				
86	2.0	6	2.0	3						
87	3.5	6	2.5	6						

DAY DIVISION

	Day Division 9 - 61		2 2 -62		Summer 1962		Day Div sion - 2 - 62		
CODE	GPA	CRS	GPA	CRS	GPA	CRS	GPA	CRS	PROGRAM
1	2.0	13	2.7	16	2.0	6	2.8	14	Eng.Sci.
2					2.0	6	2.4	15	Soc.Sci.
3			2.5	17	3.0	12	2.7	12	Bus. - *
4			2.0	12			1.4	15	GLA
5	1.9	17	1.7	18			0.9	17	GLA
6			1.5	12			2.0	12	Bus.
7			1.7	12	2.0	6	2.2	11	Soc.Sci.
8					3.5	6	3.0	9	Soc.Sci.
9			2.6	15	1.7	9	2.3	16	Elem.Ed.
10					2.0	3	1.0	15	Elem.Ed.
12			1.3	12	3.1	7	0.64	14	GLA
13							0.91	12	Soc.Sci.
14			2.7	12	3.5	6	3.1	17	Elem.Ed.
15							1.0	15	Bus.
16					2.0	6	1.2	16	Bus.
17	2.2	18	2.6	16	2.0	4	2.8	15	Bus.
18	1.6	13	2.2	15					Math.
19			1.7	12			0.37	16	Bus.
20			2.3	12	1.5	6	1.2	15	Bus.
21							2.2	14	GLA
22		=	2.3	12					Eng.Sci.
23			2.5	12			2.3	13	Bus.
24							2.0	10	Bio.
25							1.3	12	Soc.Sci.
26	2.8	17	3.1	19	4.0	3	2.9	17	Bus.
27			1.4	14	2.0	3	.50	12	Bus. *
28	3.0	15	3.6	9	3.0	3	3.2	12	GLA
29			2.7	14			1.8	16	GLA
30					2.5	6	1.0	14	Bus.
31	1.6	14					1.9	10	Bus.
32			2.3	12	2.0	6	.67	14	Eng.
33					3.5	6	2.5	16	GLA
34	1.3	16	1.4	13	2.6	9			GLA
36	1.6	13	2.0	9					Bus.
37					3.0	12	2.2	15	GLA
38							1.2	13	Bus.
39	2.2	12	1.1	16			1.1	13	GLA
40			.75	12	1.7	9	1.4	13	Elem.Ed.
41			2.8	15			2.6	17	GLA
42					3.0	6	2.2	15	GLA
43					3.0	3	3.0	13	Soc.Sci.
44			2.8	12			1.4	15	Lang.
45					1.0	8	1.8	15	Soc.Sci.
46	2.0	16	2.4	16	2.7	12	2.6	16	English
47	3.3	16			2.7	12	3.1	14	GLA
48	2.8	12	2.5	6			3.0	9	GLA
49	1.8	16	1.8	15	.50	6	2.2	15	Bus.
50					2.0	9	2.1	16	Soc.Sci.
51					4.0	6	3.3	15	Bio.
52					2.5	6	1.8	17	GLA
53	1.5	12	1.5	14	2.7	12	2.0	13	Bus.
54							0.00	17	GLA
55					3.3	9	1.5	12	Bus.
57					3.5	6	2.0	13	GLA
58			1.5	12	2.5	6	2.0	12	Elem.Ed.
59	2.7	13	1.5	16			2.0	13	GLA

DAY DIVISION - continued

CODE	DAY 9 - 61 GPA	CRS	DAY 2 - 62 GPA	CRS	Summer 1962 GPA	CRS	DAY 9 - 62 GPA	CRS	PROGRAM
60	2.7	13	1.5	16			2.0	13	GLA
61	1.0	13	1.5	12			WP	12	GLA
62							1.5	12	Bus.
63	2.0	15	2.3	17			2.0	16	Bus.
64					2.2	12	1.2	13	Elem.Ed.
65							2.5	15	Elem.Ed.
66	2.0	16	1.9	17			1.2	13	Bus.
67			3.0	12	1.2	7	2.8	17	Elem.Ed.
68			2.3	12			.50	12	Soc.Sci.
69					2.0	6	2.5	16	Math.
70	2.8	16	2.3	18			2.5	16	Bus.
71	.56	16							GLA
72	2.8	18	2.5	19					Bus.
73	1.7	13							GLA
74	1.3	16							Bus.
75	2.7	18	3.1	17					GLA
76	2.1	13	1.3	14					Bus.
77			4.0	12					GLA
78	.90	18			1.1	10			Bus.
79	.30	14							Bus.
80	1.1	12							Bus.
81	1.1	16	1.3	12					GLA
82	.90	13			1.0	10			GLA
83	3.00	15							GLA
84	1.2	13	1.7	12	1.3	9			Bus.
85	1.5	16	1.4	13	1.0	3			GLA
86	1.7	13							Bus.
87	2.1	16	2.7	18	3.0	7			Bus.